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in Didactics*

**Investigating Motivation for Reading Among First Year English
Master Students at the University of Ghardaia**

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Abstract

The present dissertation aims at investigating reading motivation among first year Master's students of English as a foreign language at the department of Letters and English language at the University of Ghardaia. In fact, those students do not read regularly, this might be due to their lack of motivation, which is one of the most widely common problems among EFL students. The study at hand aims at exploring this important issue. To this end, a sample of thirty-six Master students from a population of fifty-six were involved in this research. The data were collected using the MRQ questionnaire suggested by Wigfield and Guthrie (1997). The results showed that the majority of students participating in this research are moderately motivated for reading in English, and this was reflected in their answers.

Keywords: Motivation, Reading, English MA students

Dedication

It is with genuine gratitude and warm regard that I dedicate this work to my family and many friends. Special feelings of gratitude go to my loving father and mother who have been a constant source of support and encouragement during the challenges of graduate school and life and to my beloved brothers and sisters who have always been by my side. I also dedicate this work to my supervisor Dr Malika Kouti who has guided me in this process and kept me on track.

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All praise is due to Allah exalted be he who has given me health and the opportunity to write and finish this dissertation. *Peace and blessings of Allah be upon* our prophet Muhammad who has brought people from darkness to light.

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List of Acronyms

- FL: Foreign Language
- L1: First Language
- L2: Second Language
- MRQ: Motivation for Reading Questionnaire
- SDT: Self-Determination Theory

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General Introduction

General Introduction

This chapter presents the background of the study, identifying the statement of the purpose and problem, motivations of research, structure of the dissertation, limitations of the study and definition of terms.

1. Background of the Study

Reading is the most critical skill in the learning process of students and in our daily life. Nowadays, reading is a must for all people. Allah says in Surah Al- alaq, verses 1-5:

“Read, in the name of the lord who created _ created humans from a clinging clot _ Read! And your lord is the most generous _ who taught by the pen _ taught humanity what they knew not” (Juz 30 / Hizb 60 - Page 597).

Based on this translation by Dr Mustafa Khattab (2022), we can see that reading is an obligation that Allah exalted be he orders us to do in first verse of the Quran, which shows the importance of reading in our life. Also, Saville-Troike (2006; as cited in Zafar and Meenakshi, 2012) states that, motivation is crucial in the learning process, and that it determines the students’ language success.

Recently, reading motivation has been a very critical factor and element in a foreign language student’s life. The researchers are interested in investigating motivation and its relationship with reading in the case of first year Master’s English as a foreign language (EFL) students at the University of Ghardaia.

2. Statement of Purpose

The purpose of this research is to investigate reading motivation among first year Master’s English students at the University of Ghardaia. The researchers aim at exploring the importance of reading motivation in academic studies and settings. Also, the researchers seek to, indirectly, foster students’ awareness about their reading ability and to increase their desire to read in order to be successful in the process of mastering the English language.

3. Statement of the Problem

Reading has always been a critical skill in all languages. Researchers believe that, in order to be a good reader you must use some strategies to achieve comprehension, which is counted as the final step in reading. Thus, the importance of reading is uncountable in second language (L2)/foreign language (FL) learning. In actuality, reading is considered to be affected by many factors that are related to the reader’s feelings and other elements. One of

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the factors that have been investigated recently is motivation. It plays a huge role in our daily lives as well as in our academic ones. Reading motivation studies have rarely been conducted and investigated especially in Algeria. First year Master's EFL students at the University of Ghardaia are lacking motivation for reading, which is reflected in their lack of reading; although they are required to read extensively in their content area.

Based on what has been mentioned, this research seeks to address the following main research question:

- To what extent are first year Master's EFL students at the University of Ghardaia motivated for reading?

In order to carry this study, using the above mentioned question as a frame, the researchers suggest the following hypothesis:

First year Master's EFL students at the University of Ghardaia may be moderately motivated for reading.

4. Rationale

This research aims to describe what and how to motivate students in reading. The decrease of intrinsic and extrinsic motivation has always been a factor that affects the reading process, a matter which many EFL students would agree with. What can worsen the scenario wherein practicing the reading skill is rare, are the social factors that some students struggle with. This represents another obstacle that hinders the students' advancement and, consequently, their success inside and outside of the academic setting.

5. Structure of the Dissertation

This study is composed of two main parts: theoretical and practical. The theoretical part includes two chapters. The first chapter investigates motivation in the learning process. The second chapter provides an overall overview about reading and reading motivation and its impact on the learning of English as a foreign language. The practical part includes one chapter (chapter three) which focuses on describing the methodology of this research. It discusses in details the first year Master's students' reading motivation questionnaire and data analysis and discussion.

6. Limitation of the Study

We limited the research on questionnaire of reading motivation of first year Master's EFL students at Ghardaia University. Also, this research focuses more on students' motivation in reading and includes only 36 first year Master's students, which does not allow

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for a generalization of the findings. This is due to the constraint in time, where more tools would have been employed to glean data from more subjects.

7. Definition of Terms

Motivation

Microsoft Encarta (2004) defines motivation as ‘the biological, emotional, cognitive, or social forces that activate and direct behaviour’ or, as ‘a feeling of interest or enthusiasm that makes somebody want to do something, or something that causes such a feeling’.

Reading

“Reading is a complex activity that involves both word recognition, the process of perceiving how written symbols correspond to one's spoken language; and comprehension, the process of making sense of words, sentences and connected paragraphs” (Baudoin et al., 1994, p. i).

Reading Motivation

Guthrie and Wigfield (2000) propose that “reading motivation is the individual’s personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading” (p.405).

Reading Comprehension

“Simultaneously extracting and constructing meaning through interaction and involvement with written language” (Snow, 2002, p.11).

Chapter One: Motivation

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1.1. Introduction

One of the most important issues in second and foreign language teaching and learning is motivation. In fact, motivation has been discussed and tackled by many psychologists and researchers. Gardner (1985) as cited in Long et al. (2013) explains motivation as the combination of effort expended by the desire to reach the objective of learning the language, connected to good attitudes towards learning the language.

English is an international language and it plays an important role for people to communicate and fit into the real world. Although Algerian students spent seven years learning English as a foreign language, many students still fall behind when it comes to the educational process of learning it. According to Hadfield and Dornyei (2013), “to keep a student motivated is the second complicated challenge for teachers”.

This chapter has no pretension to investigate motivation deeply. In contrast, it just attempts to define motivation, states its history, mentions the factors affecting it, stresses its importance and types, and highlights its theories and approaches.

1.2. Definitions of Motivation

There are many different definitions for motivation in language learning. According to Gardner (2010), “motivation is a complex construct that does not have a simple definition”. What is more complicated is its form in which we can find no comprehensible model that explains it and land up only in the description form of it. In other words, motivation is a general way of referring to the antecedents of action which are expressed by observable actions. The following make a number of different definitions of motivation.

Motivation in Psychology Dictionary Online, “(1) the driving force setting a direction to the behaviour of humans and animals at a conscious and unconscious level, and (2) the willingness of a person to achieve a goal at a physical or mental level” (Motivation, n.d). Therefore, motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity.

According to Wigfield (2000), motivation “deals with ... the choices individuals make about which activity to do or not to do, their degree of persistence at the chosen activities, and the amount of effort they put forth to do the activity” (P. 140-141).

In addition, Parsons et al. (2001) defined motivation as an important component or factor in the learning process. McDonough (1983) also confirmed that “motivation of the students is one of the most important factors influencing their success or failure in learning the language”.

Dornyei (2011) suggested that motivation concerns the two dimensions of human behaviour: direction and magnitude (intensity), and it is responsible for the choice of a particular action and the effort expended on it and the persistence with it. As a matter of fact, for him, motivation explains the following:

- Why do people decide to do something?
- How hard are they going to pursue it?
- How long are they willing to sustain the activity?

1.3. Historical Evolution

According to Dornyei (as cited in Dornyei & Ushioda, 2011), there are three different stages in the history of motivation in foreign language teaching/learning. These phases are:

- The Social Psychological Period (1959-1990): This period was influenced by the work of Robert Gardner (1975) in a bilingual context in Canada, where he claimed that the establishment to acknowledge language learners’ motivation is the social context and the attitudes toward the second language and its communities. Attitude is the positive or the negative response of an individual regarding the target language.
- The Cognitive- Situated Period (1990’s): While the latter focused only on the social context and attitude, the cognitive period switched back to the field of psychology to focus on mental processes. The learning materials and context, and the need of students and teachers in the classroom are considered more important than the social context.
- The Process- Oriented Period: This period clearly showed a more special interest in investigating language learners and their specific circumstances. The process- oriented period focused on learners’ motivation engagement such as intentions, decisions, feelings and behaviour during the learning process.

1.4. Human Motivation Stems

Based on Douglas (2007), human motivation stems from four main sources:

- The first factor is *Biological*. Including the need for food, water, sex, and temperature regulation.
- The second factor is *Emotional*. Including emotions like panic, fear, anger and hatred.
- The third factor is *Cognitive*. It involves someone's perception of his out world, his belief and his expectations of certain behaviour.
- The fourth factor is *Social*. It covers social interaction, like reacting to parents, teachers, television and socio-cultural forces.

1.5. Factors that Affect Motivation in L2/FL

1.5.1. Harmer's Factors Influencing Students' Motivation

Human behaviour is very complex in nature as it is influenced by a great number of factors. According to Harmer (1991), there are four factors that can affect the learners' motivation:

- The first factor is *the physical condition* of the educational environment. The physical condition means whether the classroom is overcrowded or has bad lighting. The atmosphere in which the language is learnt is important because students may lose their motivation to learn for a mere reason such as a small far white board.
- The second factor is *the method of teaching*. The teaching methodology refers to the way teachers teach the students, which in one way or another can affect their motivation to learn a second language. Harmer (1991, p. 5) notes that if students consider the method of teaching boring, they will become demotivated; however, if they have a liking to the method, they will be very motivated to learn the language.
- The third factor is *the teacher*. The teacher plays a powerful role in motivating students in the classroom. That is why teachers have to build good relationships with their learners and need to understand the language teaching/learning process.
- The fourth factor is *success*. The success in learning itself is all about whether the learning activities' level is too high or too low for the learners, as a matter of challenge of language designed by the teacher.

1.5.2. Myra and Sacker Factors Influencing Students' Motivation

According to Myra and Sacker (2005) there are three external factors that influence the students' motivation. The three factors are:

- *The teacher:* The teacher's effect on students' motivation is major. A teacher needs to be able to apply numerous methods and strategies in the classroom to boost students' motivation. Zeiger (2000) postulates that the role of the teacher does not involve only standing on the board giving lectures.-An effective teacher acknowledges that this is not the only thing when we think of teaching. Rather, teaching is trying to ensure that the session runs smoothly while the teacher integrates different topics for all students to make sure they receive the same quality of education.
- *The society:* For example, the learner who lives in the Sahara, where most people work as livestock farmers, may not study well because he or she has the urge to help his or her parents to take care of house chores as most girls do.
- *The peers:* Peers often have similar interests; that is why they tend to share and exchange relatively everything with each other. It is found that peers influence one another in different ways such as, reinforcement, and modeling.

1.6. Significance of Motivation

Motivation is the core of human aspirations and achievement. Thus, motivation is extremely crucial for one to thrive in educational matters, as well as in real life. Although, not everyone who is motivated has made it, it is declared that most people who achieve a high level of success are strongly motivated. Motivation is the indistinguishable force that encourages students to face tough and challenged circumstances in the learning process. Motivation itself is a huge scope to cater. In addition, Parsons et al. (2001) defined motivation as an important component in the learning process. In fact, one of the central factors for succeeding in foreign language learning is, without any doubt, motivation, which comes before its linguistic or didactic aspect. Chomsky (1989) said that 'the truth of the matter is that about 99 percent of teaching is making students interested in the material' (p. 181). Learning aids students obtaining new knowledge, and motivation represents the drive that pushes them forward throughout the learning process.

1.7. Types of Motivation

The type of motivation answers the question of *why a person is learning a L2/Foreign language*.

1.7.1. Gardner and Lambert Classification (1985)

One of the founders of L2 motivation research is Gardner and his associates in Canada, with their proposed socio-educational model (see Figure 1.1).

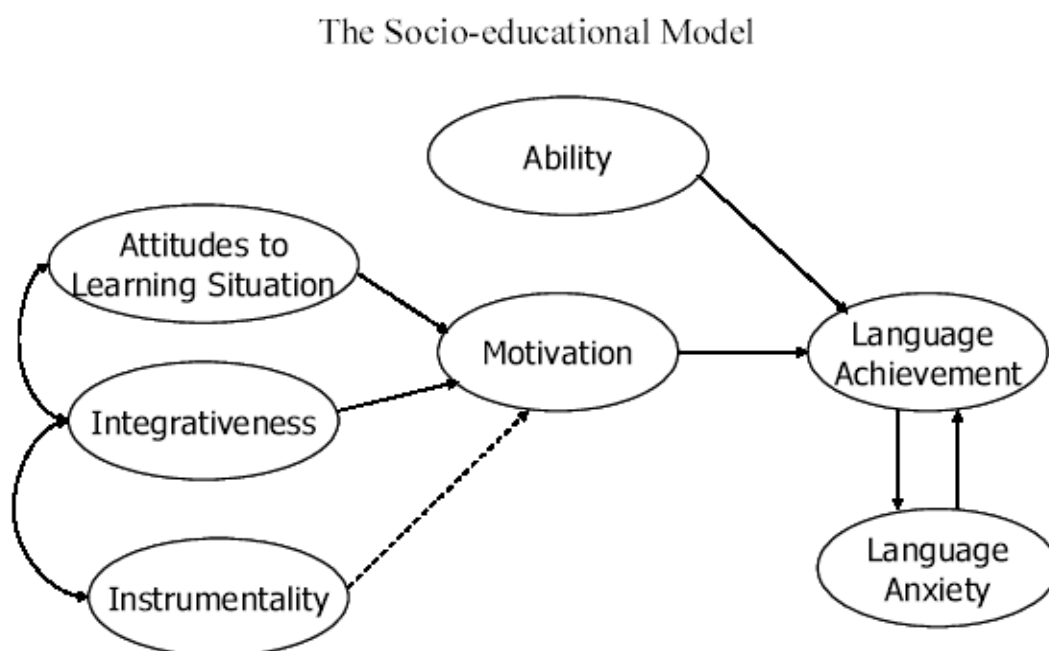


Figure 1.1: The socio-educational model

Gardner’s socio- educational model has been a pioneering and influential L2 motivation model and has tested many hypotheses in the field for more than two decades.

Gardner (1985) argued that it is possible to classify the reasons for language learning so that they reflect some ultimate aims. Once classified, various categories would seem best identified as orientations in order for the concept to remain clear. Ellis (1986, p. 117) put forward that “motivation in language learning can be defined in terms of the learner’s overall goal or orientation”. On the same basis, Gardner and Lambert (1985) proposed two types of motivation:

1.7.1.1. The Integrative Motivation

They considered that an integrative orientation towards foreign language learning reflects “a sincere and personal interest within the people and culture represented by the target group” (Lambert, 1974, p. 98). Some learners are integratively motivated to learn a new language, as they want to know the people who speak that language and are often interested in the culture associated with the language.

1.7.1.2. The Instrumental Motivation

According to Gardner (ibid), an instrumental orientation constitutes the practical value and advantages of learning a new language. People want to learn a language for practical reasons such as a job promotion or to get into a good university. It has been shown to have less impact on the language learning process. The integrative orientation thus stresses an emotional involvement with other communities, while the instrumental orientation does not.

1.7.2. Ryan and Deci Classification (2000)

According to Deci and Ryan (2000), there are several types of motivation; which takes us to discuss two other types of motivation, the intrinsic and extrinsic motivation. Deci and Ryan claim that both types of motivation are important to educators (see figure 1.2).

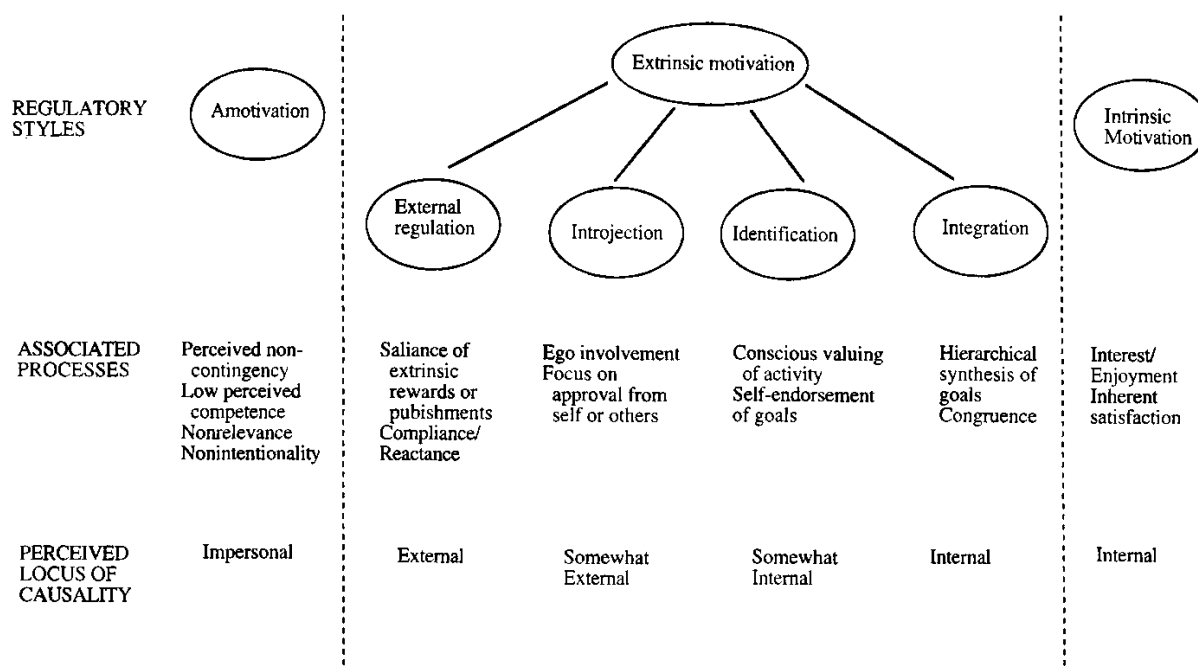


Figure 1.2: A taxonomy of human motivation (Ryan &Deci, 2000a, p.61)

According to Deci and Ryan (2000, p.237), the construct of intrinsic motivation as well as the four types of extrinsic motivation, “fall along a continuum anchored by controlled and autonomous regulation”. This is fully illustrated in the previous figure (Figure 2) as presented by Ryan and Deci (2000a, p.61).

1.7.2.1. The Intrinsic Motivation

Intrinsic motivation refers to doing an activity for its inherent satisfactions rather than for a separable consequence. Intrinsic motivation is the natural aptness to seek out challenges as we follow our interests. When we are intrinsically motivated we do not need any incentives or punishment, because the learning process itself is rewarding. The teachers do not have much effect on students’ intrinsic motivation.

1.7.2.2. The Extrinsic Motivation

Extrinsic motivation is the second form of motivation according to The Self-Determination Theory. Ryan and Deci (2000a, p. 60) define it as “a construct that pertains whenever an activity is done in order to attain some separable outcome”. Extrinsic Motivation refers to a desire to get a reward or to avoid punishment. It stresses the external need to persuade students to take part in learning activities. This type of motivation can bring about a negative impact on the students. Both integrative and instrumental motivations are grouped under the branch of extrinsic motivation.

1.8. Motivation Theories

Within the overall cognitive view of motivation that characterises the field of L2 motivation today, we find a surprising number of alternative theories. Raymond Wlodkowski (1986), states that:

“As a concept, motivation is a bit of a beast, a powerfully influential and wind-ranging area of study in psychology, motivation at its core deals with why people behave as they do. But in terms of mutual understanding and tightly controlled boundaries of application, motivation roams the field of psychology with almost reckless abandon. There are over twenty internationally recognized theories of motivation with many opposing points of view, differing experimental approaches, and continuing disagreement over proper terminology and problem of definition ... In the fields of instruction and learning this has led to some difficult

problems – whom to believe, which theories to apply, and how to make sense out of this wealth of confusing possibilities. In general, instructors and trainers can find very few guidelines that suggest how to cohesively and consistently apply the most useful and practical elements from this extensive array of motivational information.”

(Wlodkowski, 1986, p. 44-45)

In this research we chose the five theories summarised in the following paragraphs that were drawn from the overview by Schunk and Zimmerman (2006), which are:

1.8.1. The Achievement Theory

It is also called the Three-Need Theory. It was originated by McClelland (1961) in his investigation into the relationship between hunger need and the imagery and portraying of food dominating the thought process. Achievement motivation theory is related to the learner need for change over time by seeking challenges to work very effectively in his learning experience. “Achievement motivation theory attempts to explain and predict behaviour and performance based on a person’s need for achievement, power, and affiliation” (Lussier & Achara, 2007, p.42). According to Atkinson (1975), the need for achievement has two aspects, “motivation toward success and motivation toward avoidance of failure” (McDonough, 1986, p.152). Achievement theory also includes an internal conflict between the desire for successful outcomes and the avoidance of failure. It describes motivation as a desire that relies on competence and demonstrates success.

1.8.2. The Attribution Theory

It is the individual’s explanation of how the consequences of the person’s motivation to initiate future action are dependent on past successes and failures that have occurred. If individuals can understand the causes of the environment and particular events, they will influence and be able to control the sequences of their future events. Skehan (1989, p. 51) states that individuals may attribute events to four major reasons: “ability; task difficulty; effort and luck”. Moreover, in school context, the learner’s ability and effort have been stated as the dominant causes. It has been shown that past failure that is attributed to low ability hinders the learner’s future achievement behaviour more than the failure attributed to insufficient effort.

1.8.3. The Social-Cognitive Theory

The social-cognitive theory illustrates motivation as a combination between cognitive abilities and factors, and behaviours in a particular event. The social-cognitive motivation theory postulates that motivation stems from the socio-cultural contexts rather than from the individuals themselves. As a theory of motivation, it is very task-dependent, from self-perception to achievement. Dornyei (2002, p. 139) defines instructional task as a “discrete unit of situated learning behaviours”.

1.8.4. The Goal- Orientation Theory

Goal-orientation is a more recent theory of motivation. This theory focuses more on the mastery of goals and performance. Goals may be generally defined as “objectives or intended outcomes of planned sequences of behaviour” (Brophy, 2004, p.7). Also, Alderman (2004), claims that motivation can be affected by the goal setting as the latter gives individuals a purpose and an evaluation of their performance.

1.8.5. The Self- Determination Theory

Human motivation can be placed in this theory between self- determination (intrinsic) and a controlled form of motivation (extrinsic). Ryan and Deci (2000a) claim that under the self-determination theory (SDT) there are different types of motivation, but the most crucial distinction is “between *intrinsic motivation*, which refers to doing something because it is inherently interesting or enjoyable, and *extrinsic motivation*, which refers to doing something because it leads to a separable outcome” (p. 55).

1.9. Motivation Approaches

1.9.1. The Behavioural Approach

The behavioural approach is based on the concept of explaining behaviour through observation, and the belief that our environment is what causes us to behave differently. On top of it, it focuses on how one’s environment and external stimuli affect a person’s mental state and development. In the learning context: John Holt (as cited in Goodreads) once said that, “Learning is not the product of teaching. Learning is the product of the activity of learners”. Motivated behaviour arises through expectation of reward or avoidance of

punishment. The most common version of the behavioural perspective on motivation is the theory of operant conditioning associated with B. F. Skinner.

1.9.2. The Humanistic Approach

It is concerned with the study of the meaning of behaviour and the development of the mental process of humans. It emphasises the personal worth and values that focus on teaching the social interaction values and on fostering respect among individuals regardless the differences between them.

1.9.3. The Cognitive Approach

The cognitive approach relies on learners' thoughts, beliefs and attitudes to explain motivation. If people's goals and needs shape their thinking, we call this motivated cognition. It can affect people's perception of the social situation. It assumes that behaviour is directed as a result of the active processing and interpretation of information.

1.9.4. The Attribution Approach

A person's attributions for success or failure in a task are counted by the effort that he expands on it. When applying it in a learning environment, it is important for the teacher to predict the learner's achievement and assist them to accept it.

1.10. Conclusion

Students' willingness in learning a foreign language is the first principle in teaching-learning process. Motivation is some kind of internal drive which pushes students to learn in order to achieve something from it. After providing some information about motivation, we attempt to tackle how it can be enhanced to help students reach success in academic learning and develop proficiency in FLL focusing our interest on reading motivation aspects, since it is the most important key to master a foreign language.

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2.1. Introduction

Reading plays an important role in the learning process. Reading helps learners to acquire their knowledge and increase their speaking ability. Based on Khaki (2014), in foreign languages, reading ability is regarded as a very important skill. This chapter provides a brief review of reading in a second/foreign language. Also, in this chapter, the researchers attempt to define reading comprehension, as it relates to the reading process. The researchers also describe the reading models, its components and strategies, and then dive deep into the construct of reading motivation. Also in this chapter, we discuss aspects of reading motivation; its definitions, dimensions, and factors. We are going to briefly mention the types of students the teacher gets to encounter in class and the importance of time and technology for reading motivation in the classroom.

2.2. The Reading Skill

The reading skill is the ability that pertains to a person's capacity to read, comprehend, interpret, and decode written language and texts. According to Benjamin Franklin (as cited in Goodreads) "the person who deserves most pity is a lonesome one on a rainy day who doesn't know how to read." In this section we are about to tackle the definitions and importance of reading, reading comprehension, reading models and strategies, reading in a 2L/foreign languages, and the relationship between reading and writing.

2.2.1. Definitions of Reading

Harmer (1983, p. 53) asserts that "reading is an exercise dominated by the eyes and the brain [...] the eyes receive messages and the brain has to work out the significance of these messages". Written texts are perceived as images that are transmitted to the brain through the eyes, for the meaning of the message to be decoded. Hiebert, Scott and Wilkinson (1984), stated that reading is a process in which the knowledge that the reader takes from text delivers the meaning.

Baudoin et al. (1994) acknowledged the complexity of reading as they make the distinction between "word recognition" and "comprehension". They defined reading as follows: "Reading is a complex activity that involves both word recognition, the process of perceiving how written symbols correspond to one's spoken language; and comprehension, the process of making sense of words, sentences and connected paragraphs" (p. i).

Smith (1994, p. 2) declared that reading is not about recognizing symbols and then voicing them out but, “reading is a matter of making sense of written language rather than decoding print to sound”. He insisted on the concept of meaning and its role in reading.

Also, Goodman (1967; as cited in Carrel & Eisterhold, 1983, p. 554), described reading as a “psycholinguistic guessing game” so that the reader “reconstructs, as best as he can, a message which has been encoded by a writer”. Both Smith (1994) and Goodman (1967) agreed that meaning plays a big part in reading and that comprehension is very crucial in the process of reading.

The required elements of reading that each one of the definitions agrees on are that: Reading is a process that deals with written material and its meaning.

Cho and Krashen (1994) said that the vocabulary knowledge and speaking ability of the learners can be increased by reading. They emphasised the importance of reading as it plays a critical role in learning and mastering a foreign language.

2.2.2. Importance of Reading

Cho and Krashen (1994) said that the vocabulary knowledge and speaking ability of the learners can be increased by reading. Research shows that readers have 50 percent larger vocabulary than non readers. Because the more one reads the more one gets familiar with words and overtime one finds that one has a sufficient vocabulary to use in different contexts. The process of learning new words is good for learner brain as it can help improve your memory. That led to a better performance in the language activity. Also, the best authors recommend lots of reading because the process of reading helps the reader to become a professional writer. In addition, in a 12-year study performed by Yale University, researchers found that those who read books for at least 30 minutes a day lived around 2 years longer than those who did not read. Last but not least, Books are like windows, by looking through them, you can sense different views on humanity as it expands your understanding of the world.

2.2.3. Reading Comprehension

Reading comprehension is to get meaning from a written text. Without the comprehension, reading is just a tracking symbol with your eyes, while voicing them out. Snow (2002), states that reading comprehension is the most superior skill in foreign language learning, because reading is not to merely pronounce words but to understand the message behind every passage or text. Smith (1985) confirmed the this by stating that “meaning is not directly represented in the surface structure of language [...] Readers

must bring meaning –deep structure- to what they read, employing their prior knowledge of the topic and of the language of the text” (p.75).

According to a model proposed by Snow (2002), reading comprehension consists of three main components “the reader, the text, and the activity” (Snow, 2002, p.11) (see figure 2.1).

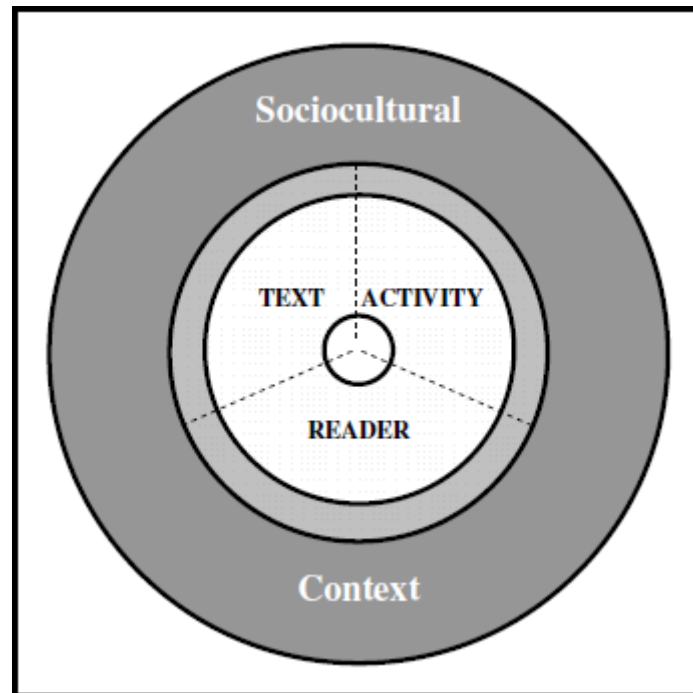


Figure 2.1: The components of reading comprehension (Snow, 2002, p. 12)

- The reader: uses his cognitive potentials, prior experiences and motivation in the process of reading. The reader “constructs different representations of the text that are important for comprehension” (Snow, 2002, p.14).
- The text: there are two notions based on the content of the text; the models of mental representations and representations of the explanation in the passage.
- The activity: its target is achieving a particular objective which can be influenced by different motivational factors such as curiosity.

2.2.4. Reading Models

Reading researchers in the 1970’s tried to clarify reading mechanisms; therefore, they established processes through research and called them models. The term model is defined as “a systematic set of guesses or predictions about a hidden process” (Davies, 1995, p. 57). Reading models are just frameworks about which aspects of the reading process are most

significant (Rayner & Pollatsek, 1989; Cornaire, 1991; Wolf & Vellutino, 1993). The two most popular reading models are the bottom-up and the top-down model.

2.2.4.1. The Bottom-Up Model

The suitable question that this model is trying to answer is *what goes on in the reading process?* This led to a different explanation concerning the reading process. In fact, this model emerges as a consequence of development in behaviourist psychology; while reading was seen as a response (recognizing words) to stimuli (words on paper). Reading is viewed as recognition of printed words and trying to organise the meaning from the smallest textual units at *the bottom* to larger units at *the top*. This model considers getting the meaning of words as the ultimate end of process. Reading is basically a matter of decoding written symbols into their meaning. Camborne (1995) provides the following illustration of how the bottom-up process is supposed to work:

Print every letter discriminated phonemes and graphemes matched
 blending pronunciation meaning

2.2.4.2. The Top-Up Model

Under the influence of cognitive theories of the 1960's, the top-down model came to present the reading process in a reverse sequencing of the steps presented in the Bottom-up model. In the top-down model that was suggested by Goodman (1971, p. 2), the reading process is viewed as a "psycholinguistic guessing game". This model processes by predicting a text based on prior experience or knowledge then confirming those predictions while reading. This model considers the prior knowledge as a very important factor for making a prediction. We also refer to it as the background knowledge. Camborne (1979) propounds the following illustration of how the top-down process is supposed to work:

Past experience, language ... selective aspects ... meaning ...
 sound pronunciation ... intuitions and expectations of printed words

2.2.5. Reading Strategies

Reading is purposeful and readers designate purposes – such as reading magazines to keep up with celebrity whereabouts or reading a biology textbook to prepare for an examination. Therefore, it is advantageous for learners to have a clear notion of their specific

purposes and that it is why we should be concerned with reading strategies. Rubin (1987) views reading strategies as “any set of operations, steps, plans, routines used by the learners to facilitate the obtaining, storage, retrieval, and use of information” (as Cited in Koda, 2004, p. 205). Similarly, Anderson (1991) designates them as “deliberate, cognitive steps that learners can take to assist in acquiring, storing, and retrieving new information” (p.460; as cited in Koda, *ibid*).

Which reading strategies are needed to apply and develop to understand a text? To respond to this question, we must first understand the reason why reading strategies are critical in academic learning. Paris et al. (1991 as cited in Koda, *ibid*, p. 206) suggested six reasons:

- 1- Strategies allow readers to elaborate, organize, and evaluate information derived from text.
- 2- The acquisition of reading strategies coincides and overlaps with the development of multiple cognitive strategies to enhance attention, memory, communication, and learning.
- 3- Strategies are personal cognitive tools that can be used selectively and flexibly.
- 4- Strategic reading reflects metacognition and motivation because readers need to have both the knowledge and disposition to use strategies.
- 5- Strategies that foster reading and thinking can be taught directly by teachers.
- 6- Strategic reading can enhance learning throughout the curriculum.

2.2.5.1. Cognitive Strategies

William and Burden (1997) state that cognitive strategies are distinguished as mental processes that are concerned with the processing of information in order to learn, obtain, retrieve, or use information. Cognitive strategies are quite limited to foreign learning tasks and elaborate a direct mixture of learning material itself (Brown, 1994).

2.2.5.2. Metacognitive Strategies

According to Skehan (1993), metacognitive strategies require thinking about the learning process, making a plan for learning, regulating the place where the learning happens, and self-evaluation of learning after the language activity is completed. According to Brown

(1994), metacognitive strategies include “checking the outcome of any attempt to solve a problem, planning one’s next move, monitoring the effectiveness of any attempted action, testing, revising, and evaluating one’s strategies for learning” (as cited in Koda, 2004, p. 211). The strategies that are used to monitor cognitive strategies are called meta-cognitive strategies.

2.2.6. Reading in L2/FL

Alderson (1984) argued that reading in a foreign language mainly in English is important to academic studies and personal development. A reading ability is needed by all learners of English as a foreign language. However, most students fail to learn to read and frequently seem to lack comprehension ability. By reading lots of books, Learners build up an innate knowledge of how the language works and it helps you understand the community of the target language more which eases the learning process. There is no doubt that reading is a complex skill and when it comes to reading in a foreign language, studies have shown that the learner may not use most of the reading skills in their mother tongue, such as “micro-skills”. The learner starts by reading word by word and trying to understand and decode it. They must accept that they won’t understand everything they read.

When reading in a foreign language, even skilled readers turn out to be novices in reading as they face the same problems as unskilled readers. That phenomenon brings out a debate over possible variables responsible for it; Alderson suggested in his book *Reading in a foreign language: a reading problem or a language problem?* Two main hypotheses:

- 1- Poor reading in a foreign language is due to poor reading in the first language. Poor first- language readers will read poorly in the foreign language and good first-language readers will read well in the foreign language.
- 2- Poor reading in a foreign language is due to inadequate knowledge of the target language. (1984, p. 4; as cited in Koda, 2004)

Alderson and Urquhart (1984) stated at the beginning of their book *Reading in a Foreign Language*, that “we do not, and indeed find it difficult to, draw a clear distinction between first and foreign language reading” (p. xv). A plethora of research claims that reading in non-native language of the learner is difficult. Goodman (1973) states that, “the reading process will be much the same for all languages” (p. 27). However, if the reading process is the same for all languages, then the reading ability would transfer across languages. That is to say, we would expect a good native reader to be a good 2L/foreign reader. Yorio (1971) maintained that for reading smoothly, four factors should be involved: knowledge of the language, ability

to predict or guess correct choices, ability to remember the previous cues and the ability to make association between the different cues that have been selected (as cited in Koda, 2004, p217). In other words, the knowledge of the language of a native speaker differs from that of a foreign language reader, as the latter gets limited by the imperfect knowledge of the language. Poor reading in a foreign language is due to inadequate knowledge of the target language. In addition, researchers claim that poor reading in foreign languages is due to poor reading ability in the L1 and that a good first language reader will read well in a foreign language.

2.2.7. Reading and Writing

According to Flores (2008), writing is a process by which we transfer our knowledge, ideas and vocabulary into written form. In addition, the vocabulary of a foreign language learner is significantly important to serve him later in writing. Wu (1994; as cited in college connection, 1997) states that for improving one's vocabulary, reading is one of the best ways to do so. Reading would help readers to become good writers by exposing them to well-written academic materials. Also, Wu (ibid) reports a result of a study that focused on a reading -to write task- in which learners were able to borrow vocabulary from the source text and produce successful writing. Ediger (1991, p. 1) claimed that the "variety in selecting words to convey accurate meaning is necessary in speaking and writing, the outgoes of the language arts". On top of that, Wallace (1992) argued that "we draw on similar processing strategies in the reading of all languages, even where the writing systems are very different" (p.22).

2.3. Reading Motivation

In this section, we define reading motivation, going through its dimension, factors that can affect reading motivation, the types of readers that the teachers encounter in classroom, the importance of providing time for reading in classroom, and the use of technology to motivate reading.

2.3.1. Defining Reading Motivation

Guthrie and Wigfield (2000, p. 405) defined reading motivation as "the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading". In the same context, Day and Bamford (1998) have suggested an extensive perspective where they explained motivation for reading in a second/foreign language in a

new vision. Also, they pointed out proposed cognitive models (see figure 2.2) that explain motivation, where this concept is made up of “two equal components –expectations and value” (p.27).

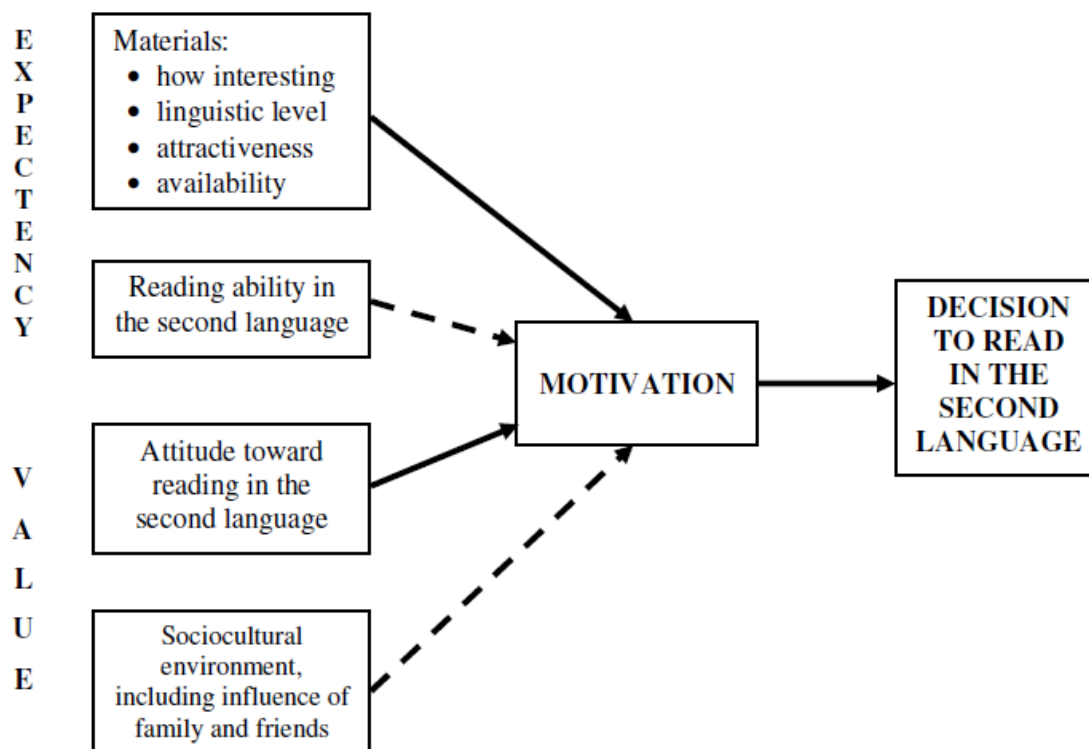


Figure 2.2: Model of the major variables motivating the decision to read in a second language (Day & Bamford, 1998, p.28)

Figure 2.2 explain how, according to Day and Bamford (1998), students decide to read in the second language depending on the two key concepts (expectancy and value). The expectancy is related to reading materials, whereas the value components are related to the students’ attitudes toward the target language. These variables have a strong effect on reading motivation.

2.3.2. Dimensions of Reading Motivation

After the discussion of some definitions of reading motivation, Guthrie and Wigfield (1997) (Figure 2.3) constructed three categories of dimensions of reading motivation.

- The first category of reading motivation dimension is competence and reading efficacy beliefs. It includes challenge, work avoidance, and reading efficacy.

- The second category is purposes of reading. It describes reading achievement values and goals. It is divided into two sub-categories: intrinsic and extrinsic motivation for reading.
- The third category of reading motivation dimension is social purposes for reading. Its assumption is that reading depends on social aspects.

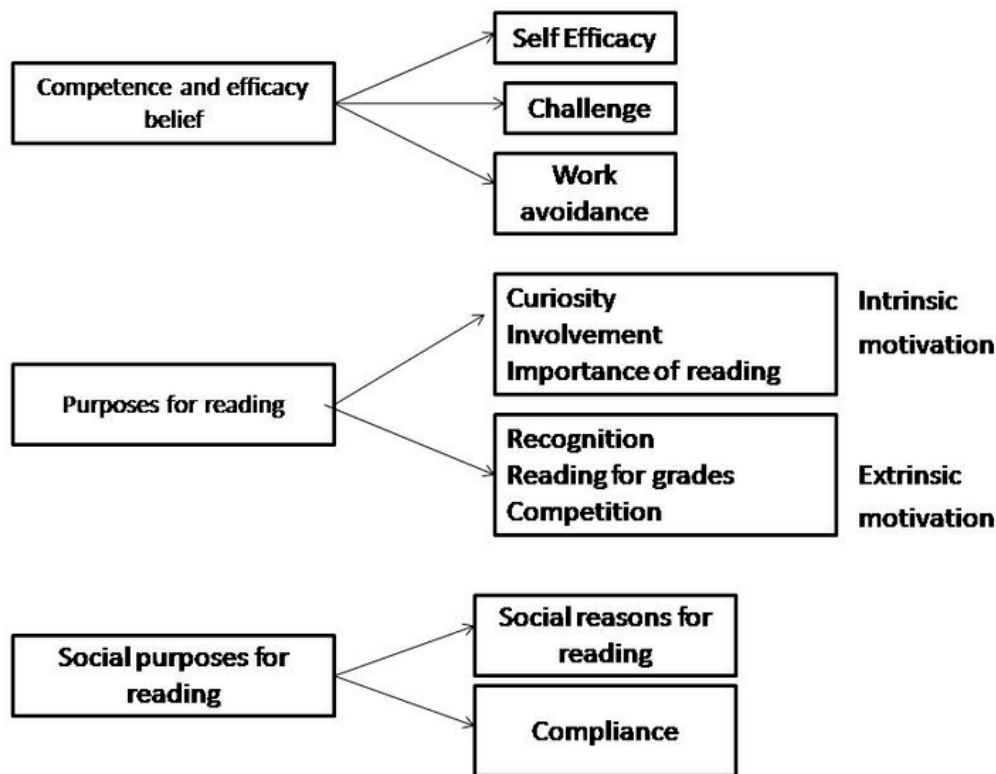


Figure 2.3: Reading motivation dimensions (Guthrie and Wigfield, 1997)

2.3.3. Factors that Affect Reading Motivation

According to the literature, the most discussed factors that affect reading motivation are intrinsic and extrinsic motivation and the social context. These may determine what may influence reading motivation. First, language students have to feel confident about their own reading ability. Self-efficacy of students can increase if teachers provide positive feedback to their reading practices. Self-efficacy is defined as a person’s personal views and confidence levels on their own ability. Therefore, teachers must give students confidence by praising their achievements in reading, and this can result in increasing their self-efficacy. Next, students should have personal goals for their reading achievements. Goals give students

intrinsic motivation to focus on reading and strive for it. Also, reading is a social concept that happens between the reader, the content of the book, and the environment. Students connect and collaborate with others as they discuss what they have been reading. Last but not least, teachers should be able to impact students' intrinsic motivation in the learning process more than the extrinsic motivation because students are likely to continue their reading outside the classroom without the need for teachers to command them to read a passage. It is important that the teacher becomes aware of the elements mentioned above to help interested students and increase their intrinsic motivation to read.

2.3.4. The Types of Readers the Teachers Encounter in the Classroom

According to Miller (2009), there are three types of readers in the classroom:

- The developing readers: *Experience reading failure many times*

Students become unmotivated to read because they see reading as a difficult task, involving decoding skills and strategies while reading. They need support to improve their reading skills in the classroom.

- The dormant readers:

These students never discover that reading is enjoyable, but they can read independently. Their self-efficacy for reading is high; the only thing that stands against them is their intrinsic motivation.

- The underground readers:

These students are capable of reading, but they lose their spirit for reading in a slow process. They need to be given challenging elements for reading to explore their intrinsic reading desires. Their reading takes place outside of school, or at stolen moments.

2.3.5. Importance of Providing Time for Reading in the Classroom

If we want students to read, we need to make time for reading in classroom, and that will have a powerful impact on students' reading and writing skills. Students start to see reading as a stressful job when they already know that in the upcoming test they need to demonstrate what they have already learnt. The reading would be attached to the test which is not a very

enjoyable process in the students' lives. Giving students both choice and regular practice creates a classroom culture in which books are valued. Teachers must create authentic reading situations for student in the classroom if they want them to be lifelong readers. Providing reading time in the classroom may promote motivation and reading comprehension. Teachers ask questions each time a student reads to increase the need of understanding of what they read.

Silent reading of 10 minutes in each module allows students to read the entire material. Teachers may find this problematic for many reasons. The pressure on teachers to meet academic requirements and finish the curriculum on time is one of the reasons for teachers to not give students enough time to read; however, in this situation, teachers should not forget that they are foreign language teachers and reading is a crucial factor in learning a new language.

2.3.6. Using Technology to Motivate Reading

Students have a positive attitude and engagement when it comes to technology. Social media and other websites make connecting with others easy, so, why teachers do not use these platforms to motivate reading in a foreign language? Teachers can create a class website for students to read books, where they can recommend some useful materials to them. Teachers can also encourage students to record their reading with their peers and interact with each other.

Reading books outside the classroom may seem old fashioned, not appealing and not practical nowadays. That is why, more than half of the students use e-reader to read more about their own personal preferences. Moreover, the technology devices can encourage the practice of reading strategies as one can easily reach dictionaries, highlighters, note taking and text-to-audio tools. However, students can reach many contents and that may distract them rather than benefit them because the many tools that a device provides may become disrupting instead of being helpful in the learning process of a foreign language.

2.4. Conclusion

The first word of the Holy Quran that descended on the Prophet Muhammad (PBUH) and was the very first foundation of our religion, Islam, was *Iqra*: Read. This is not a matter of coincidence and, as Muslims, we have an obligatory responsibility to seek knowledge and

learn about the world. Being motivated to read is a key factor to L2/FL students to understand and get insights in their content area and academic studies.

Chapter Three: Research Methodology

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3.1. Introduction

This chapter deals with the research methodology used in this study, and tests the research hypothesis. It includes the sample of the questionnaire, data collection and analysis and discussion of findings.

3.2. The Design

This research employs a descriptive analytical approach. It starts by the quantification of data and for numerical analysis. The data are retrieved from students' answers to the motivation for reading questionnaire (MRQ) which was proposed by Wigfield and Guthrie (1997). The research analysed the students' reading motivation by combining the information drawn from all of the 25 questionnaire items.

3.3. The Sample

The participants in this research are first year Master's students from the Department of Letters and English Language at Ghardaia University. The total number of the students during the University year 2021-2022 is 56 scattered over two groups. The number of students who participated in the study is 36, which makes the sample representative. This population has been chosen for several reasons. Most importantly, first year Master's students are expected to have enough experience in language ability and reading skill as they have had many occasions for reading in English in and outside the classroom.

3.4. Data Collection Tools

In this research, the main instrument that has been used by the researchers is the questionnaire. According to Nunan (1992), the questionnaire is a "relatively popular means of collecting data" (p. 143), as it enables the researcher to collect data in field settings. These data can be easily quantified.

The questionnaire is a collection of questions from MRQ suggested by Wigfield and Guthrie (1997). In addition, the researcher has added some questions and edited other ones so as to fulfill the objective of the study.

This questionnaire consists of twenty-five questions (See Appendix A) which were classified into nine categories. The first three questions were about the students' interest in the English language itself and reading in general, while the rest of the questions were related

to reading motivation. The researcher classified the twenty-two questions into nine dimensions (See Table 3.1).

Table 3.1: MRQ dimensions

Dimension of reading motivation	Definition	Statements	Type of motivation
Challenge	Satisfaction from mastering complex ideas in a text	I am interested in reading passages at classroom. Assignments that entail reading are easier for me. If the learnt topics are interesting, I can read difficult materials.	Intrinsic Motivation
Curiosity	Desire to learn about a particular text of interest	I like reading in English to learn something new about native speakers and things that interest me. If the teacher discusses something interesting, I might read about it.	
Reading involvement	Pleasure gained from a book, article, etc on an interesting topic	What type of books do you prefer to read? I read a lot of adventures stories. I prefer reading novels than watching TV. I can make mental presentation of what I read What kind of reader are you?	
Importance	Satisfaction from learning	Reading is the most important skill in my	

	new words and perspectives	studies.	
Reading efficacy	Expectation about your own achievement of a reading task	Why do you like to read? Are you a good reader? Will you do well in reading next year?	
Recognition	Pleasure gained after sharing some meanings that was gained from reading with others	I get happy when teachers like my out loud reading.	Extrinsic motivation
Social	Desire to learn about an interesting topic	Does your faculty have a reading room? Can you find books in your faculty library that you want to read? Do you have some favourite books in your private library?	
Compliance	Desire to be favorably evaluated by the teacher	Does your teacher give you time to read by yourself? Do you like to discuss the content of books with your teacher?	
Reading work avoidance	Desire to avoid reading	I do not like reading passages including difficult words.	

The researcher used a different Likert scale. The score of each item is described in (Table 3.2) as follows:

Table 3.2: Likert scale and scoring

Category	Likert Scale	Score	
Frequency	Always	5	
	Often	4	
	Sometimes	3	
	Rarely	2	
	Never	1	
Agreement	Strongly agree	4	
	Agree	3	
	Disagree	2	
	Strongly disagree	1	
Likelihood	Very true	4	
	True	3	
	Somehow true	2	
	Not at all true	1	
	Definitely	3	
	Probably	2	
	Not likely	1	
	Very probably	3	
	Probably	2	
	Probably not	1	
	Value	To a great extent	3
		Very little	2
Not at all		1	
Dichotomous	Yes	2	
	No	1	

3.5. Data Analysis

After collecting the questionnaire answers, the researcher gathered the data for analysis. There were twenty-two questions on motivation for reading and nine dimensions.

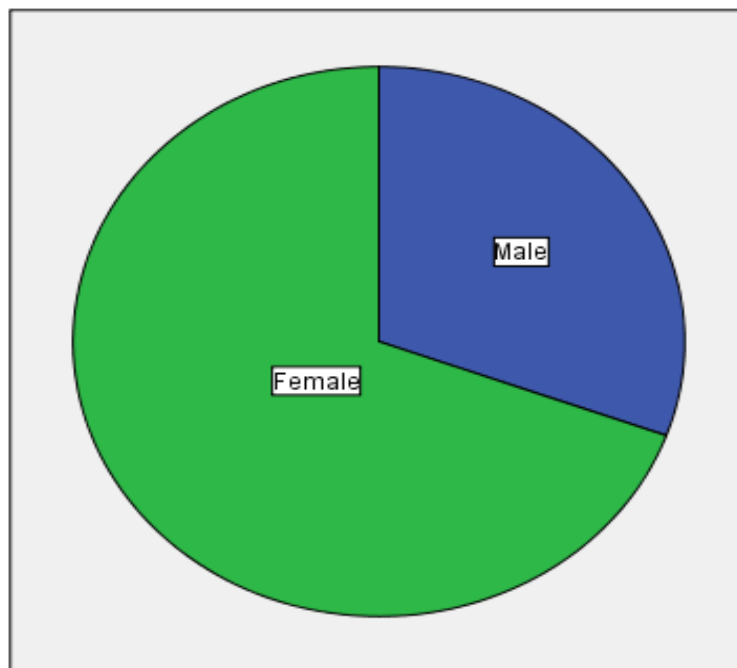
The results of analyzing the descriptive statistic of the MRQ are displayed in the table below:

Table 3.3: Descriptive statistics of reading motivation questions

	N	Minimu m	Maximu m	Mean	SD
MRQ4	36	2,00	4,00	3,3056	0,57666
MRQ5	36	1,00	5,00	2,4722	1,29804
MRQ6	36	1,00	2,00	1,8889	0,31873
MRQ7	36	1,00	5,00	3,7222	1,08525
MRQ8	36	1,00	5,00	2,5556	1,10698
MRQ9	36	1,00	4,00	2,1389	0,79831
MRQ10	36	1,00	5,00	3,6944	1,19090
MRQ11	36	1,00	4,00	2,8333	0,69693
MRQ12	36	1,00	2,00	1,7500	0,43916
MRQ13	36	1,00	2,00	1,1389	0,35074
MRQ14	36	1,00	2,00	1,5000	0,50709
MRQ15	36	1,00	3,00	2,1667	0,60945
MRQ16	36	1,00	2,00	1,6667	0,47809
MRQ17	36	1,00	2,00	1,5556	0,50395
MRQ18	36	1,00	4,00	1,9722	0,84468
MRQ19	36	1,00	3,00	2,2778	0,61464
MRQ20	36	1,00	3,00	2,0278	0,65405
MRQ21	36	1,00	3,00	2,1389	0,59295
MRQ22	36	1,00	4,00	2,8611	0,83333
MRQ23	36	2,00	4,00	3,4444	0,55777
MRQ24	36	1,00	4,00	3,2778	0,65949
MRQ25	36	1,00	3,00	2,5000	0,65465
N valid (list)	36	24.00	75.00	52.889	15.3718

The descriptive statistical analysis of MRQ for the thirty-six participants was elaborated in table 3.3. The maximum score was 75, and the minimum score was 24. The mean of reading motivation score was 52.889 and the standard deviation was 15.3718.

3.5.1. Gender:



Pie chart 3.1: Distribution of respondents according to gender

Pie chart 3.1 shows that the total respondents were 36 students of first year Master, and the majority of them were females.

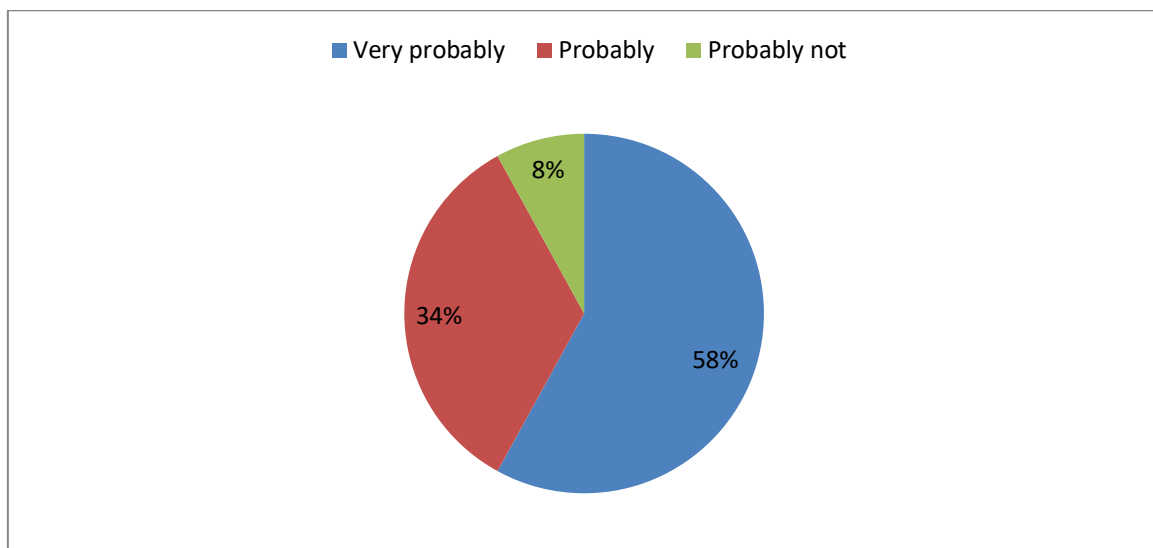
Table 3.4: The participants based on gender

		Frequency	Percent	Valid Percent
Valid	Male	11	30,6	30,6
	Female	25	69,4	69,4
	Total	36	100,0	100,0

Based on the gender of participants that is referred to in the table 3.4, it has been found that there was no equality in number between the male participants and female from the first year master students.

3.5.2. Reading Efficacy Dimension:

For the reading efficacy dimension, students' opinions varied about questions 25 and six. For question 25 that was related to future achievement in reading, 21 students (58%) answered that they have goals to strengthen their abilities to be good readers. While 12 students (34%) are probably still planning to some reading, three students (8%) report that they will probably not do well in reading next year. For question six (Are you a good reader?), 32 students (89%) confirm that they are good readers who believe in themselves. However, four students (11%) answered with no.



Pie chart 3.2: Future achievement in reading for first year master students

Also, in question 5, (40%) of the participants mentioned that the reason for reading is to develop their knowledge; for (46%) of them is to gain knowledge. (8%) reported that the reason is just to relax, and for the remaining ones, (3%), is to reduce stress and escape the reality.

Figure 3.1 shows that the participants read mostly to gain knowledge and develop their English language.



Figure 3.1: Participants results of MRQ 4

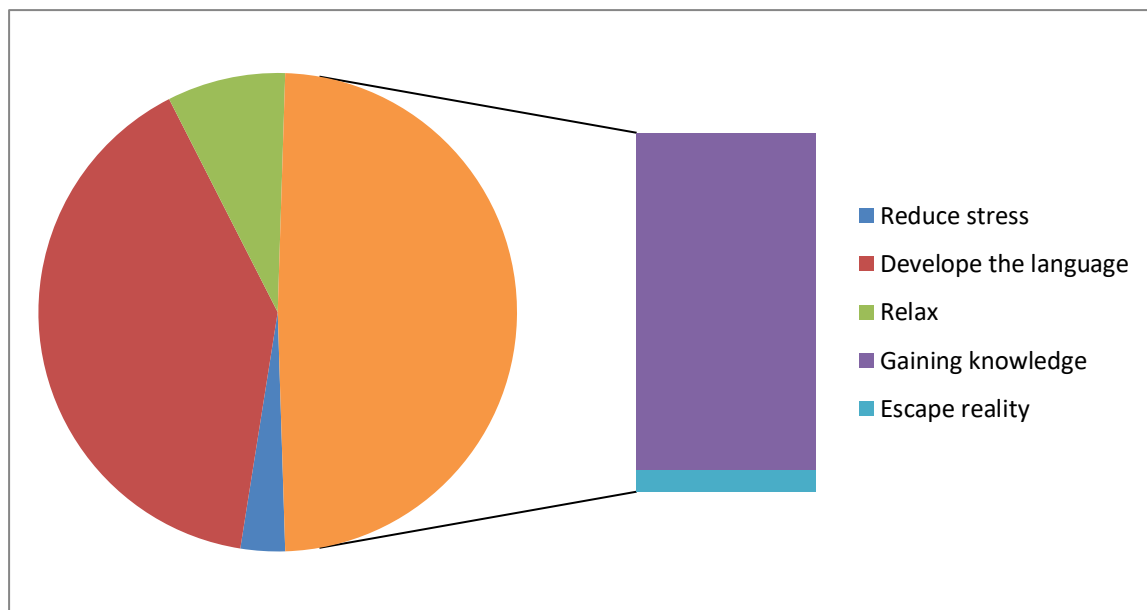
The descriptive statistics of the questions concerning the reading efficacy elements are shown in table 3.5.

Table 3.5: Descriptive statistics for reading efficacy

	N	Main	SD
MRQ5	36	2,4722	1,29804
MRQ6	36	1,8889	0,31873
MRQ25	36	2,5000	0,65465
N valid (list)	36		

Based on the table 3.5, the highest score in reading efficacy dimension is for MRQ5 with a mean (M=2.4722) and standard deviation (SD=1.29804). This indicates that the reason students read affects the whole process of reading. The lowest score goes to MRQ6 with a mean (M=1.8889) and standard deviation (SD=0.31873), and this demonstrates that not many students are aware of their level of reading.

3.5.3. Preference for Challenge Dimension:



Pie Chart 3.3: Reason for reading for first year master students

The second dimension is 'preference for challenge'. Questions 18, 19 and 21 included a challenge for reading. For questions 18 and 19, (13%) of 36 participants selected 'very true'. They think that reading passages and assignments on reading are easier for them, whereas (55%) selected 'somehow true'. (32%) of students selected 'disagree'. For question 21, all the students challenge themselves to read difficult materials as follows: nine students (26%) totally agree. However, one student (3%) disagrees. Also, (71%) of students probably would read difficult materials if the topic is interesting.

Table 3.6: Descriptive statistics of challenge

	N	Main	SD
MRQ18	36	1,9722	,84468
MRQ19	36	2,2778	,61464
MRQ21	36	2,1389	,59295
N valid (list)	36		

According to the table 3.6, the score in the MRQ21 with a mean ($M=2.1389$) and standard deviation ($SD=0.5929$) indicates that the participants are probably up to the challenge if the materials were interesting enough.

3.5.4. Curiosity Dimension:

The third dimension is 'curiosity'. It is included in two questions which are 4 and 14. In question 4, 14 participants (40%) strongly agree and 19 participants (54%) agree about reading in English to learn something new about native speakers. However, two participants (6%) disagree and one participant (3%) strongly disagrees. Also, in question 14, 10 participants (28%) reported that if the teachers discuss something interesting, they definitely will read about it. 22 participants (61%) reported that they would probably read about it. However, four participants (11%) reported that they might not likely read it even if their teachers discussed something interesting.

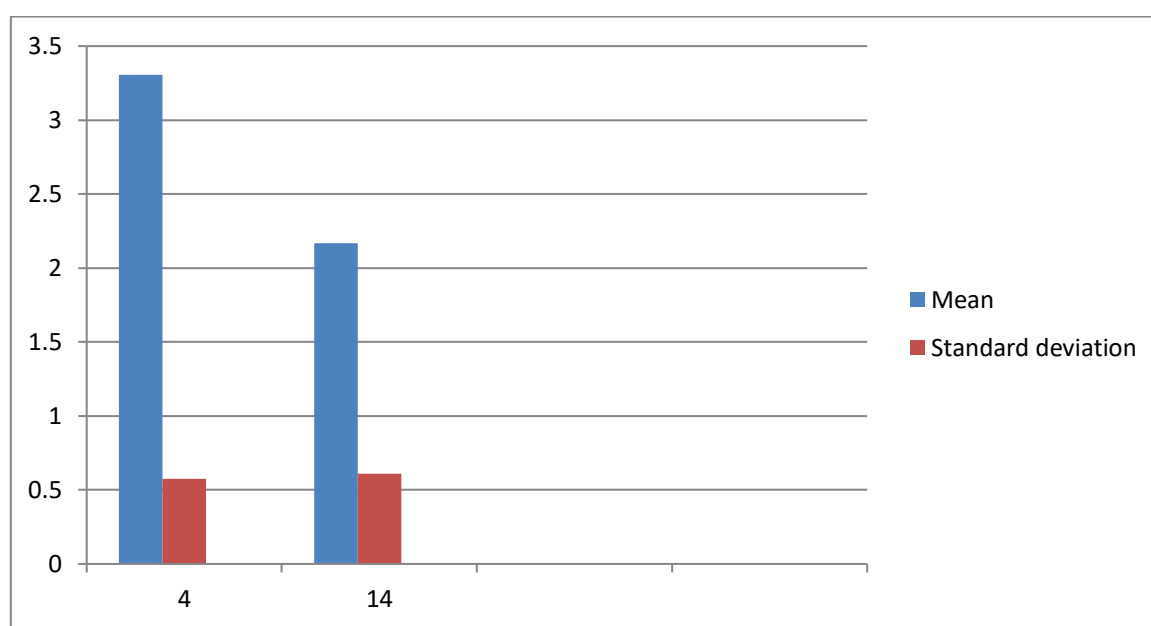


Figure 3.2: Curiosity dimension

In the 3.2, the highest score went to MRQ4 with (M=3.345) compared to MRQ4 (M=2.198) that conducted the difference between the intrinsic and extrinsic factors that increase curiosity for participants.

3.5.5. Reading Involvement Dimension:

The fourth dimension is reading involvement. It is called intrinsic motivation in reading and it concerns the interest of the participants and their involvement in it. Questions 7,8,9,10,11 and 24 all involve questions about reading involvement. Question 7 about types of books students prefer, 20 participants (55%) from 36 prefer short stories, while 12 participants (32%) prefer novels, classic, literacy fiction and comic books. The rest (12%) have

their own preference that varies from books that talk about business, human development, and true stories to books that is about Grammar. Also, in question number 8 that is about frequency of reading adventure stories, two participants (6%) declare that they read it always and 14 of them (39%) read it sometimes, while seven participants (19%) had never read adventures stories. In addition, for question 9, participants' answers are as follows: 16 participants (44%) disagree and nine participants (25%) strongly disagree that reading novels are better than watching the remake on TV. Besides, 10 participants (28%) agree and one participant strongly agrees that watching TV is better than reading novels. In questions 10, 12 participants (35%) reported that they always make mental representations of what they read, (23%) often, (32%) sometimes, rarely (3%) and two participants (7%) reported they never make mental representations of what they read.

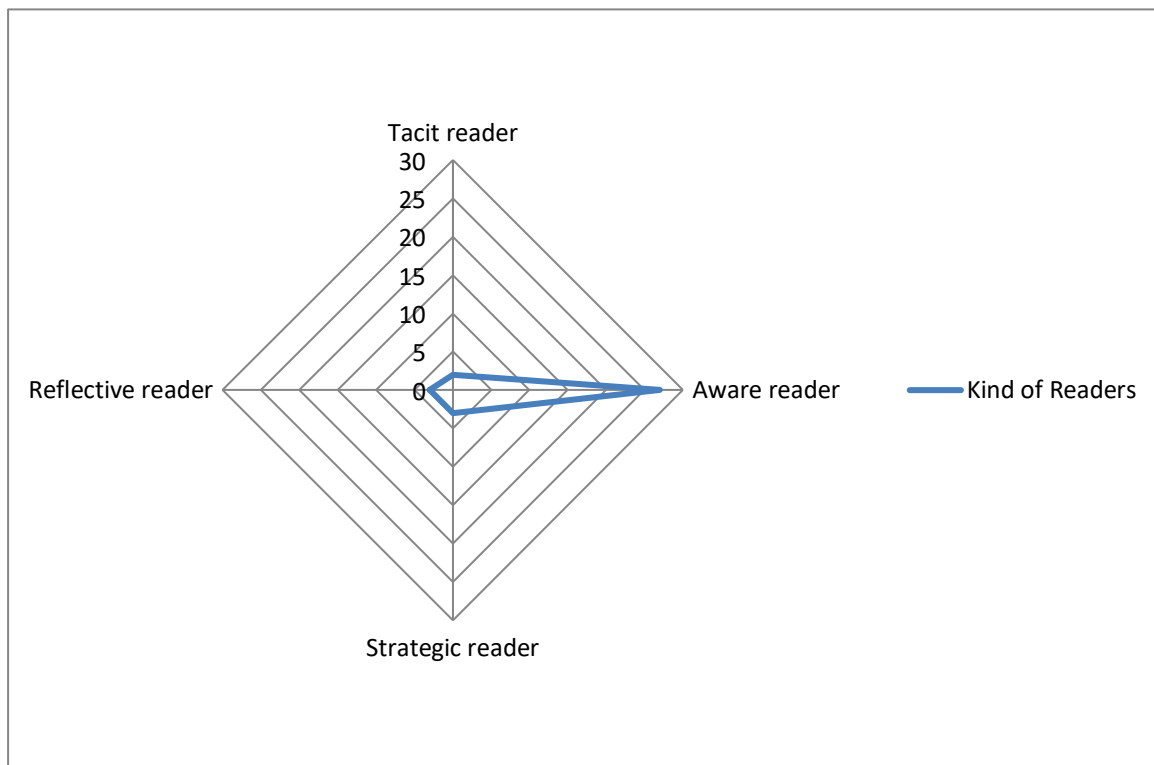


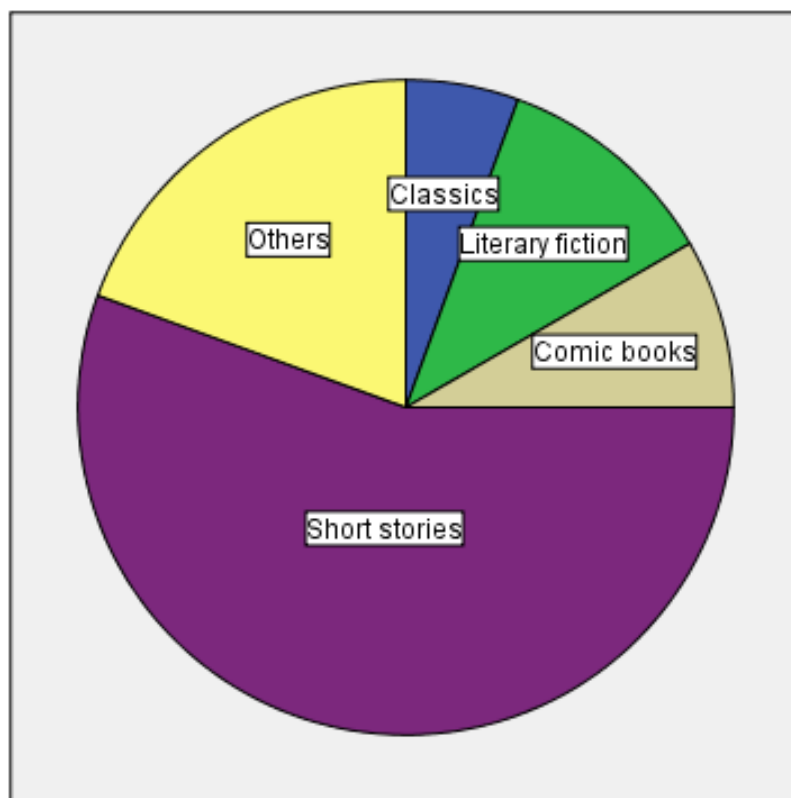
Figure 3.3: Type of readers

For question number 11 which is about what kind of reader the participants are, data show that 27 participants (77%) are aware readers, two participants (7%) are tacit readers, while (3%) each are strategic and reflective readers.

The table 3.7 showed the descriptive statistics of the different involvement of students in reading:

Table 3.7: Descriptive statistics of reading involvement of participants

	N	Mean	SD
MRQ7	36	3,7222	1,08525
MRQ8	36	2,5556	1,10698
MRQ9	36	2,1389	,79831
MR10	36	3,6944	1,19090
MRQ11	36	2,8333	,69693
MRQ24	36	3,2778	,65949
N valid (list)	36		

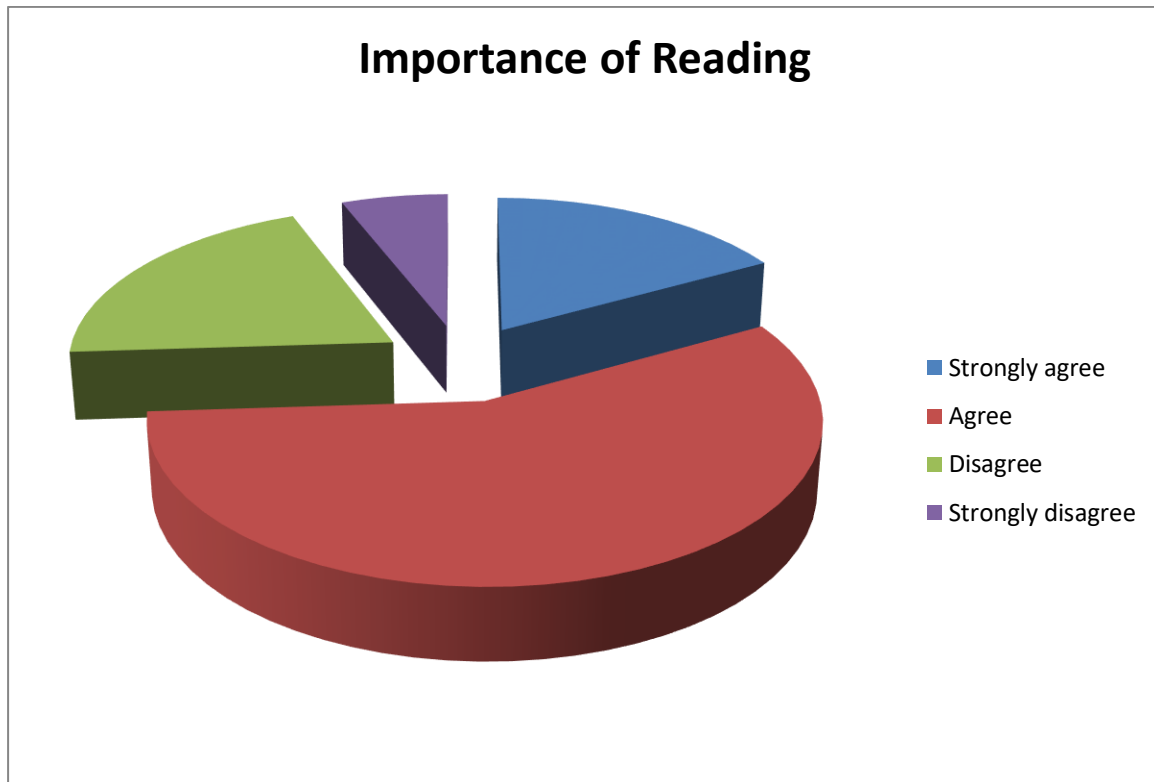


Pie chart 3.4: Type of books the participants prefer to read

In pie chart 3.4, the short stories dominated the preference of reading for first year master students with other types such as psychological books and human development books.

3.5.6. The Importance of Reading Dimension:

The fifth dimension concerning intrinsic motivation for reading is about the importance of reading (See pie chart 3.5). With one question which is number 22, six participants (17%) strongly agree on the importance of reading in their studies, and 20 participants (57%) agree on it too, while nine participants (26%) disagree on the importance of reading that affect their reading.



Pie chart 3.5: Importance of reading

Pie chart 3.5 shows the results of the questionnaire about the importance of reading for students. Most students agree on the importance of reading in their studies, while we can notice that few are having different opinions about it.

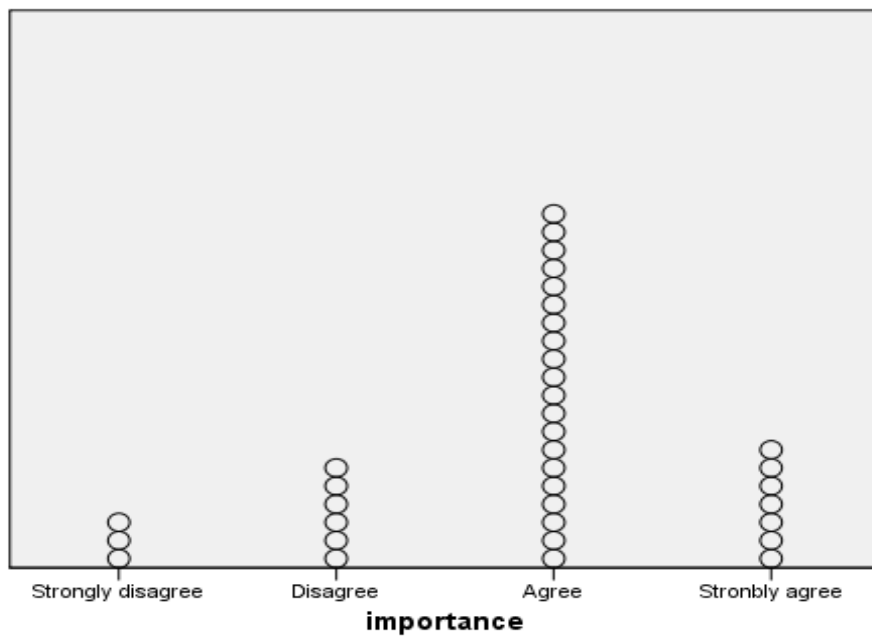


Figure 3.4: Importance of reading scale results

3.5.7. Recognition Dimension:

Question number 23 is about the sixth dimension which is recognition. The result revealed that the participants feel recognized by their teachers about their reading ability. 23 participants (47%) strongly agree about feeling happy when being recognized by their teachers. Also, 18 participants (50%) agree on this matter. However, only one participant (3%) disagrees about feeling happy when being recognized by his reading ability by his own teacher.

Table 3.8: Descriptive statistics of recognition

	N	Main	SD
MRQ23	36	3,4444	0,55777
N valid (list)	36		

From the table 3.8, it is noticed that the participants are very sensitive when it comes to being recognized by their own teachers, as we can see that (M=3.44) while (SD=0.55).

3.5.8. Social Aspect Dimension:

The seventh dimension is all about social aspects, such as the place of reading, and is represented by questions 15, 16 and 17. These are about the library and home aspects. (67%) of the participants reported that there is a reading room; however, (33%) reported that there is no reading room in their department. While (14 %) of the participants answered yes to the question about finding books they want to read in the library, (86%) of them answered with no claiming that they cannot find books they want. For question 17, 20 participants (56%) said they have favourite books in their personal libraries, whereas 16 (44%) do not.

Table 3.9: Descriptive statistics about social aspects

	N	Main	SD
MRQ15	36	1,6667	0,47809
MRQ16	36	1,1389	0,35074
MRQ17	36	1,5556	0,50395
N valid (list)	36		

In the table 3.9, the similar average score of the questions related to the social aspects of the students in their learning environment can be noticed where the highest score goes to MRQ15 with main (M=1.6667) and standard deviation (SD=0.47809), which indicates the important of the faculty reading room for students of English Department.

3.5.9. Compliance Dimension:

This rubric includes two questions to assess reading compliance as the eighth dimension. The questions are 12 and 13. For question 12, 27 participants (75%) agree that their teacher gave them time to read by themselves, but nine participants (25%) disagree on that matter.

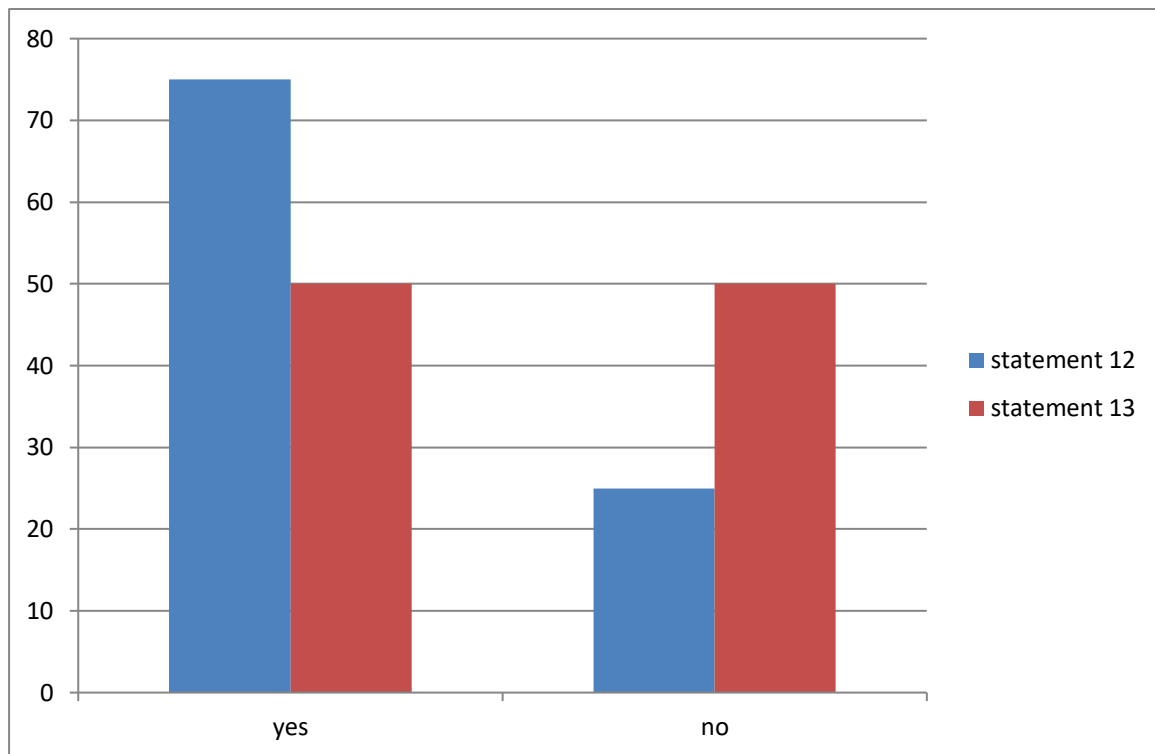


Figure 3.5: Statements reflecting reading compliance

For question 13, there was equality in percentage, as it was 18 participants (50%) each one of them agrees while the other one disagree in the matter of discussing the content of books with their teachers.

The table 3.10, conducted a countable score with main ($M=3.25$) and standard deviation ($SD=0.94625$).

Table 3.10: The descriptive statistics of compliance

	N	Main	SD
MRQ12	36	1,7500	,43916
MRQ13	36	1,5000	,50709
N valid (list)	36	3.25	0.94625

3.5.10. Reading Work Avoidance Dimension:

The ninth dimension is reading work avoidance. It is about avoiding vocabulary that is difficult. In question 20, eight participants (22%) agree to a great extent that they do not like reading passages including difficult words. 21 participants (59%), which is the majority were

not in a term with this question and seven participants (19%) confirms by not at all, when it came to difficult words they are ready for it.

Figure 3.6 shows that the reading work avoidance has the highest score with a mean ($M=2.0587$) and standard deviation ($SD=0.6241$). It indicates the students' opinion about avoiding reading difficult words in a passage.

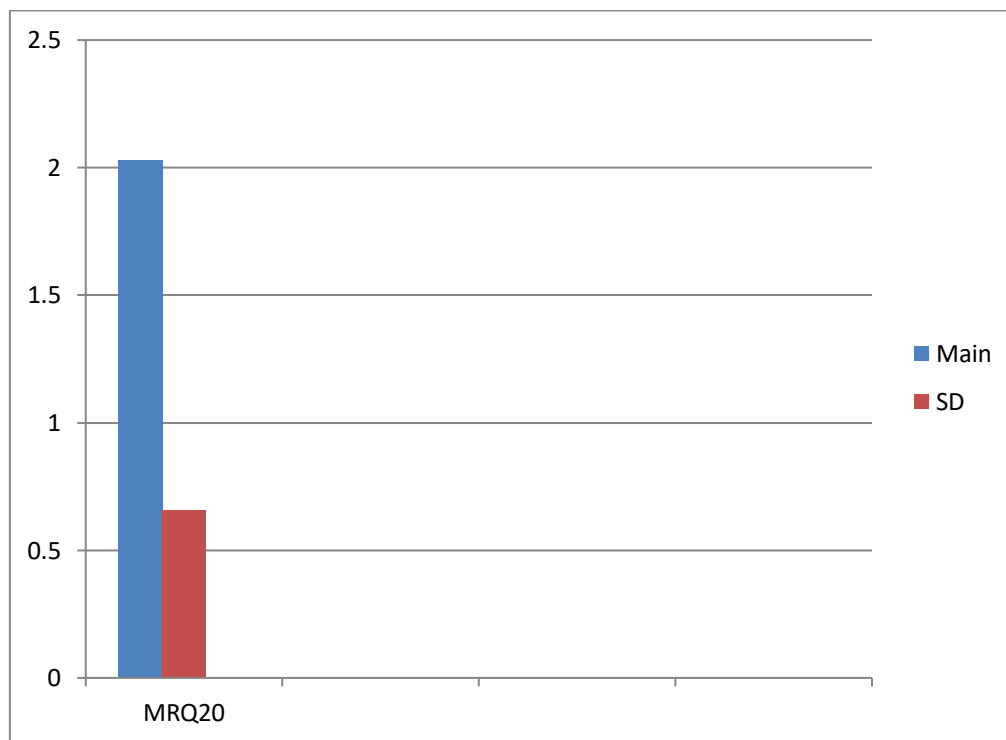


Figure 3.6: Reading work avoidance

3.6. Discussion of the Findings

The results of the investigation are in the direction of our hypothesis set in the introduction which is: Master students may be moderately motivated for reading.

Foremost, all of the participants have studied in an Algerian school in the Arabic language, which obviously means that they are able to read in Arabic. They were trained to read a number of types of reading in Arabic from primary school to university which means that the process of reading is easily found, and they are aware of the importance of reading in other languages too. Since they are English Master's Students, reading is very important to them and according to many researchers, as we have seen in chapter two, such as Grabe

(1991, 2009) and Saville-Troike (2006), reading is the most needed skill in academic studies, and it is by reading that students gain knowledge and expand their thinking. Also, many students favoured books since teachers asked students to read a variety of text types, which reflects the role of the assignments given by them. However, the situation of first year Master's students at Ghardaia University is still ambiguous where some of them display a lack of motivation to read.

Concerning the reading efficacy dimension, we find two aspects in this dimension, reading efficacy beliefs and reading expectation beliefs. We can see that participants are aware of being good readers or not. Those who are not aware of their ability may have never confronted this question before or never been aware of their reading skill. Also, most of the students are very clear about their ability to do well in reading next year which is positively high, maybe, because they are aware of the level of their reading skills and the progress they made so far and are willing to prepare a Master dissertation.

Regarding the second dimension, challenge, we notice that participants managed to challenge themselves in reading through the exposure to difficult reading assignments and materials. They reported that they would probably read difficult materials if simply the topic is interesting them, and they will even contribute to reading passages in the classroom. However, a small number of participants did not agree to face difficult words in reading and did not want to increase their vocabularies by reading difficult materials.

As to the curiosity dimension, the majority of participants proved that they have intrinsic motivation for reading. This indicates the willingness of the participants to read about different new things that interest them and that reflect the desire to master the English language, which they are studying for the fourth year.

When it comes to reading involvement, the participants' answers varied about making mental representations while reading. While half of the participants agreed on that matter, the other half hesitated and disagreed for different reasons. Of the many reasons students could not make representations (mental images) in their mind is the fact that they lacked the practice of their critical reading and that they probably never used reading strategies when reading. As figure 3.3 showed, the majority of students confirmed that they were aware readers. This reflects the amount of reading they do; if they were used to reading daily, they would probably fall into the two sections of strategic and reflective reading. Involvement was

displayed in the form of time and energy as most participants read short stories instead of difficult books.

The other dimension that is concerned with intrinsic motivation for reading is the importance of reading for participants. The majority agreed on the importance of reading in their content area and how this skill is very practical for their learning process as foreign language learners.

Concerning the dimension of recognition, we can sense the need for extrinsic motivation. Participants all agreed on the statement about feeling happy when being recognized by the teachers, except one. And that shows the effect and importance of the extrinsic motivation in reading among the students. When learners get recognition from their English teachers, they feel optimistic and put more efforts in the process of reaching reading fluency.

In the social context, participants face difficulties because of the discouraging culture and social aspect in their country. The participants' answers showed a lack of extrinsic motivation to read, while almost half of them did not know or were not pleased about the library in the Letters and English Department, the majority of them could not find the books they wanted in it. To this end, the surrounding environment, the library, is not encouraging. Participants seem to rely only on reading in the classroom, which is not sufficient.

In another extrinsic motivation dimension stands compliance. The majority of the participants agreed on the fact that they need their teachers to ask them to read and to give them time to do so in the classroom. While half of them agreed and the other disagreed on the importance of teachers allowing discussions about books' contents in the classroom, it seems that the allotted time for learning is not sufficient for achieving this.

The last but not least element in our discussion is about reading work avoidance. Only a small number showed their readiness to read difficult vocabulary and not avoid such tasks while the rest were in distress when it came to hard vocabulary. This stresses the importance of increasing the intrinsic motivation for reading for students themselves and their enthusiasm to challenge their abilities in reading to, consequently, master the language. From what has been discussed, the data culled by means of the questionnaire confirm the hypothesis of our study which suggests that: "First Year Master's students are moderately motivated for reading".

3.7. Conclusion

To conclude, the main idea expressed in this methodological chapter is that motivation plays a critical role in learning English as a foreign language and learners who lack the motivation to read in English find more difficulty in the learning process. The nine dimensions of reading motivation were displayed and shown by some students, while the minority of first year Master's students are not aware of these dimensions and need more motivation to read constantly. We can say that First Year Master's students are moderately motivated for reading, which confirms the hypothesis set at the beginning.

General Conclusion

General Conclusion

The present dissertation attempted to study reading motivation in first year Master students at the department of English at Ghardaia University. It is based on various researches of Gardner, Hadfield and Dornyei. This research is dealing with adults reading and studying English as a foreign language and the key of motivation that can help the students of English for a better achievement.

We started first by gathering information about motivation in general then diving deeply into motivational theories such as the achievement, attribution, the social cognitive, goal orientation, and self-determination theory; and approaches like the behavioural, humanistic, cognitive and attribution approach; and factors that affect motivation in a foreign language.

In the second chapter, we discussed reading as a skill and its elements from reading comprehension as an important element to reading a foreign language as English to reading models. Then we conducted a literature review about reading motivation and we discussed its dimensions. In this chapter, the researchers also highlighted the factors that affect reading motivation and the types of readers that the teachers encounter in the EFL classroom.

The practical part of the investigation dealt with the data collected by means of questionnaire. After the research was conducted, the findings indicated the importance of intrinsic and extrinsic motivation and the dimensions of reading motivation for the improvement of first year Master's EFL students at Ghardaia University. The research results helped us reach the conclusion that First Year Master's students are moderately motivated for reading, which confirms the hypothesis set at the beginning.

“Learning is not finding out what other people already know, but is solving our own problems for our own purposes, by questioning, thinking and testing until the solution is a new part of our life.”

(Handy, 1990, p. 50)

The researchers encourage the English teachers to motivate learners more and push them to practice reading inside and outside the classroom. Moreover, it is advisable to encourage using reading strategies to help learners improve their reading motivation. Furthermore, the researchers would like to invite other researchers to further study and research motivation for reading.

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Appendices

Appendix A

The Questionnaire

Gender: _____ Male _____ Female

Would you please answer this questionnaire for an MA research in English? Please, read the following statements carefully, and select relevant answers by putting a cross (X).

1. I like English.

Strongly Agree

Agree

Disagree

Strongly Disagree

2. I study English because it will be useful for me to get a good job.

Strongly Agree

Agree

Disagree

Strongly Disagree

3. I like reading.

Yes

No

4. I like reading in English to learn something new about native speakers and things that interest me.

Strongly Agree

Agree

Disagree

Strongly Disagree

5. Why do you like to read?

Develop your Language

Reduce Stress

Gaining Knowledge

Relax

▪ Other reasons:

.....

6. Are you a good reader?

Yes

No

- If yes, to what extent are you good?

A Lot

A Little

7. What type of books do you prefer to read?

Classis

Literary Fiction

Comic Books

Short Stories

- Other types:

.....

8. I read a lot of adventures stories.

Always

Often

Sometimes

Rarely

Never

- Would you name some of them, please?

.....

9. I prefer reading novels than watching TV.

Strongly Agree

Agree

Disagree

Strongly Disagree

10. I can make mental representations (pictures) of what I read.

Always

Often

Sometimes

Rarely

Never

11. What kind of reader are you?

Tacit R

Aware R

Strategic R

Reflective R

12. Does your teacher give you time to read by yourself?

Yes

No

- If yes, does the teacher assign you specific books or titles?

Yes

No

- Which module necessitates reading a lot?

- Applied Linguistics

- ESP
- Didactics
- Discourse Analysis
- Second Language Acquisition
- Culture
- Library Research

Others:

13. Do you like to discuss the content of books with your teacher?

Yes

No

▪ If yes, how often do you do it?

Always

Often

Sometimes

Rarely

14. If the teacher discusses something interesting, I might read about it.

Definitely

Probably

Not Likely

15. Does your faculty have a reading room?

Yes

No

▪ Do you like to go to read there?

Yes

No

16. Can you find books in your faculty library that you want to read?

Yes

No

▪ If yes, are they related to your specialty?

Yes

No

▪ If no, how do you read to strengthen your specialty knowledge?

- Surf the net
- Ask teachers for references

- Ask senior colleagues for references

Others:

17. Do you have some favourite books in your private library?

Yes

No

- If yes, Can you name some?

.....

18. I am interested in reading passages at classroom.

Very True

True

Somehow True

Not at all True

19. Assignments that entail reading are easier for me.

Very True

True

Somehow True

Not at all True

20. I do not like reading passages including difficult words.

To a great Extent

Very Little

Not at all

21. If the learnt topics are interesting, I can read difficult materials.

Definitely

Probably

Not Likely

22. Reading is the most important skill in my studies.

Strongly Agree

Agree

Disagree

Strongly Disagree

23. I get happy when teachers like my out loud reading.

Strongly Agree

Agree

Disagree

Strongly Disagree

24. I learnt a lot from reading.

Strongly Agree

Agree

Disagree

Strongly Disagree

25. Will you do well in reading next year?

Very Probably

Probably

Probably not

ملخص

تهدف هذه الرسالة إلى التحقيق في دوافع القراءة لدى طلبة السنة الأولى ماجستير اللغة الإنجليزية كلغة أجنبية بقسم الآداب واللغة الإنجليزية بجامعة غارداية. في الواقع ، هؤلاء الطلاب لا يقرؤون بانتظام ، لأنهم يفتقرون إلى الحافز للقراءة ، الأمر الذي تطلب التحقيق في هذه القضية المهمة. ولهذه الغاية ، تم اختيار عينة مكونة من ستة وثلاثين طالب ماجستير من خمسة وخمسين من الطلبة لهذا البحث. تم جمع البيانات باستخدام استبيان MRQ الذي اقترحه ويغفيلد و جوثري (1997). أظهرت النتائج أن غالبية الطلاب المشاركين في هذا البحث يفتقرون إلى الحافز للقراءة ، وقد انعكس ذلك في إجاباتهم.